

**BY ORDER OF THE
SECRETARY OF THE AIR FORCE**

AIR FORCE INSTRUCTION 34-254

1 FEBRUARY 1997



Services

SERVICES EDUCATION AND TRAINING

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

NOTICE: This publication is available digitally on the SAF/AAD WWW site at: <http://afpubs.hq.af.mil>. If you lack access, contact your Publishing Distribution Office (PDO).

OPR: HQ USAF/SVX
(Capt Thom H. Terwilliger)
Supersedes AFI 34-254, 1 October 1996.

Certified by: HQ USAF/SVX
(Lt Col Lisa S. Skopal)
Pages: 14
Distribution: F

This instruction implements AAFP 34-2, *Air Force Community Service Programs*, by assigning responsibilities and providing guidance for developing, managing, and implementing Services education and training requirements.

SUMMARY OF REVISIONS

This revision adds the civilian career path; revises flight level officers to flight commanders in the officer career path; adds a new enlisted career path chart with emphasis on the requirements for the new rotation program; and revises requirements for documentation. A | indicates revisions from the previous edition.

Chapter 1

INTRODUCTION

1.1. Tenets of Services Education and Training. The basic tenets of Services education and training are institutionalized in this publication. These basic tenets incorporate the realm of career development, utilization, and education and training for Services people by ensuring the fundamental requirements are in place to meet the Air Force Services mission. Each chapter is reliant on another, thereby resulting in a comprehensive program designed to stand the test of time while being inherently flexible to meet the future needs in the Air Force's dynamic environment.

1.2. What We Teach. Services education and training programs provide employees with a variety of skills and knowledge through learning systems that range from basic skills to post-graduate programs. The education and training courses are complementary to one another and are presented in a building block manner where there is a logical progression throughout the career of Services professionals.

1.2.1. Services managers recognize that attendance at Services education and training courses is an investment that improves production effectiveness and efficiency, and is critical to operational success and individual career development.

1.2.2. Education and Training in Services provides the intellectual capacity to perform at designated levels of efficiency and effectiveness over time.

1.2.3. Learning is not a substitute for leadership. Leadership must provide the drive, motivation, energy, and direction needed to transform intellectual capacity into action.

1.2.4. Successful Services education and training provides the capacity for individuals to perform repetitive jobs consistently and nonrepetitive jobs with standardized logic and analysis for individuals worldwide in the same job so they deliver the same level of customer-oriented performance consistently.

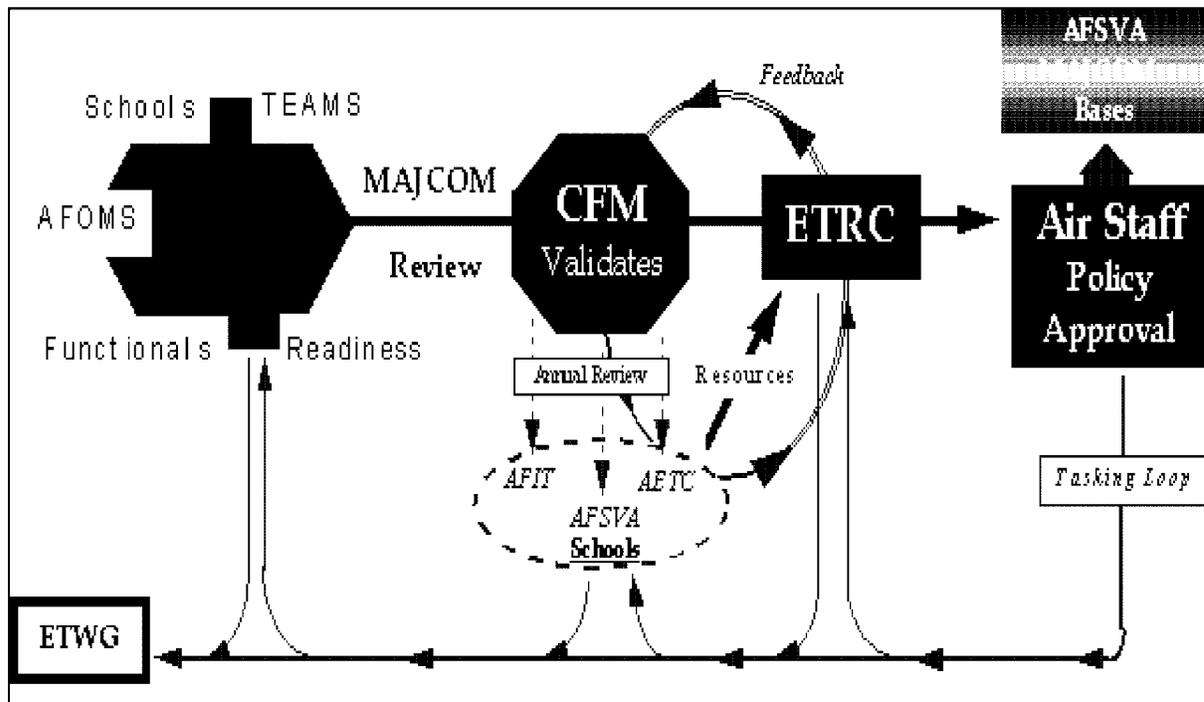
1.3. Services Education and Training Process. Services uses a comprehensive process to establish Services education and training requirements, recommend policies and major procedures, and conduct program execution oversight.

1.3.1. The Utilization and Training Workshop (U&TW) is the cornerstone for establishing requirements. Several factors impact the U&TW to include the schools, readiness requirements, functional subject matter experts, the Air Force Occupational Measurement Squadron (AFOMS), and the contents of the Training and Education Automated Management System (TEAMS). The outcome of the U&TW is the Career Field Education and Training Plan (CFETP). The Services Air Force CFM chairs the U&TW. Guidelines for U&TWs are found in AFMAN 36-2245, *Managing Career Field Education and Training*.

1.3.1.1. TEAMS is the Services automated system for documenting training and is required for all personnel assigned to Services squadrons or division (the exception are officers in the grades of O-5 and above unless assigned to a position on a mobility team where recurring combat training is documented) and civilian employees at the GS-14 grade or higher who report directly to a GS-15 or O-6 or higher. (TEAMS is not required for military members who carry an Air Force Specialty

Code (AFSC) other than 34MX or 3MOX1.) See [Figure 1.1](#) for the education and training process.

Figure 1.1. Services Education and Training Process Model.



1.3.2. As recommendations are developed through the U&TW process, Major Commands (MAJCOM) provide feedback for consideration by reviewing the progress of the U&TW members. MAJCOMs also provide comments and concurrence to the outcome of the U&TW before the CFM validates the recommendations. The CFM requires an annual review by the schools and approves changes to the CFETP requirements.

1.4. Education and Training Review Committee (ETRC). The ETRC makes policy recommendations to the Air Staff, directs studies, reviews new and existing programs, and assesses the effectiveness of actions and programs relating to the education, training, and career development of Services personnel. Its chair is Headquarters, United States Air Force, Chief of Plans and Force Management (HQ USAF/ILVX).

1.4.1. The following organizations each have one voting member:

- HQ Air Force Services Agency, Director of Plans and Force Management (HQ AFSVA/SVX).
- MAJCOM/SVXs.
- ANGR/SVX.
- Reserve advisor to HQ AFSVA/CC.

1.4.2. Advisors include representation from the following organizations. The chair appoints other advisors as necessary.

- AFIT/CES.

- TRS/TTS.
- Services enlisted advisor.
- CFM.
- Services career programs manager.

1.4.3. The ETRC chair and CFM may convene Education and Training Working Groups (ETWG) to establish the framework for new programs and initiatives. The ETRC meets as necessary, but at least annually.

1.4.4. The tasking loop in the process model in **Figure 1.1.** refers to the path for evaluating new initiatives, conducting studies, and implementing new or revised education and training requirements.

1.4.5. The feedback circle in the model in **Figure 1.1.** refers to the assessment and feedback system described in **Chapter 3** of this publication.

Chapter 2

CAREER DEVELOPMENT

2.1. Services Career Field Education and Training Plan (CFETP). The CFETP is the core document for developing learning programs and assures the employee and leadership that an employee's career development is maintained. Services education and training courses should only include material that directly relates to the requirements of the appropriate CFETP. A CFETP exists for enlisted, officers, and civilians in Services.

2.1.1. The CFETP is developed using the guidelines in AFI 36-2201, *Developing, Managing, and Conducting Training*, and AFMAN 36-2245. HQ AFSVA/SVXT is responsible for developing the CFETP in conjunction with the CFM. The CFM approves each CFETP and certifies them annually. The CFETP includes the career path and required education and training for each position. Individuals use the CFETP as a guide in planning a career in Services. In addition, it is the basis for making changes to the curriculum in formal and base-level learning. Supervisors use the CFETP to mentor Services personnel in preparing subordinates for increasing responsibility within the career field.

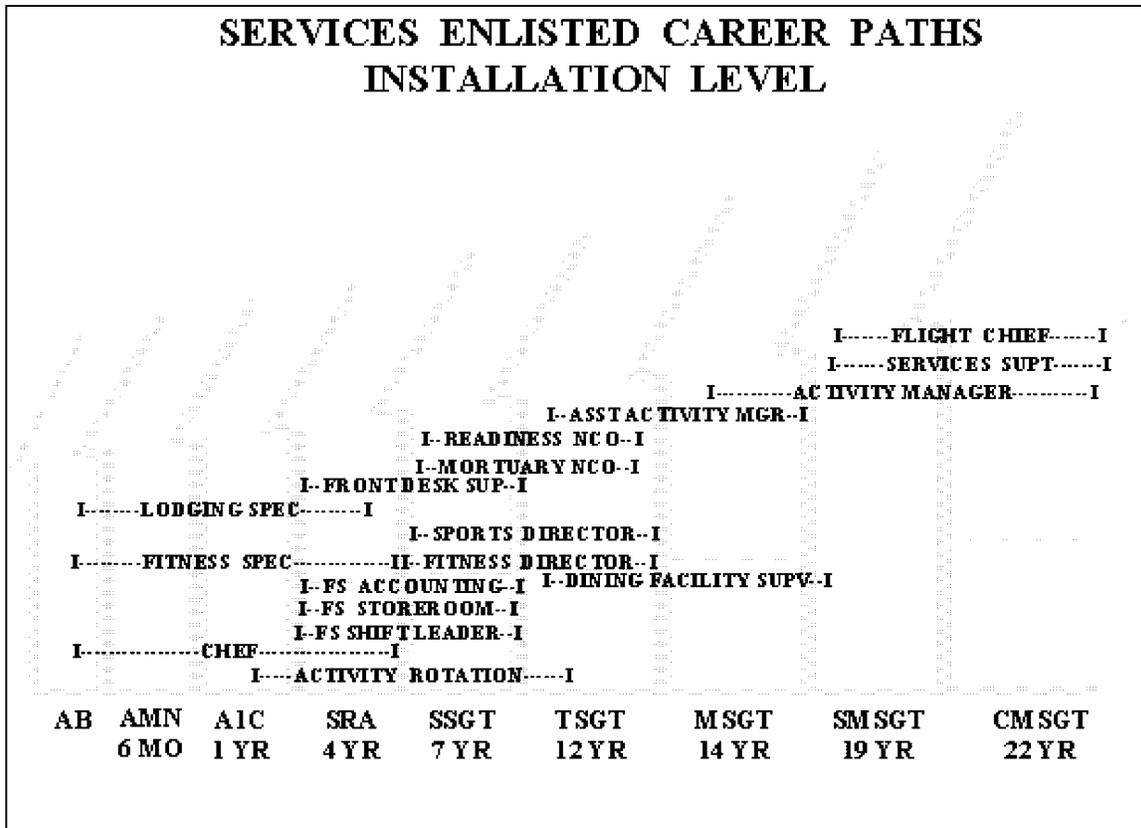
2.1.2. The CFM is responsible for ensuring conflicts do not exist between the enlisted, officer, and civilian CFETPs and that requirements are complementary where appropriate. Also, he or she ensures the requirements are equivalent by job or position regardless of whether the incumbent is a military member or civilian employee.

2.1.3. The career path and education and training requirements will produce the capacity for the flexible use of employees.

2.1.4. The ETRC is responsible for developing and monitoring a system to ensure Services education and training courses target the correct parts of the appropriate CFETP, that the course material is not unnecessarily duplicative among courses, and their relationship to the CFETPs provides a complementary building block approach for total career learning.

2.2. Enlisted Career Path. The enlisted career path incorporates the complexity of the career field and the requirements for career progression as required for normal upgrade and promotion.

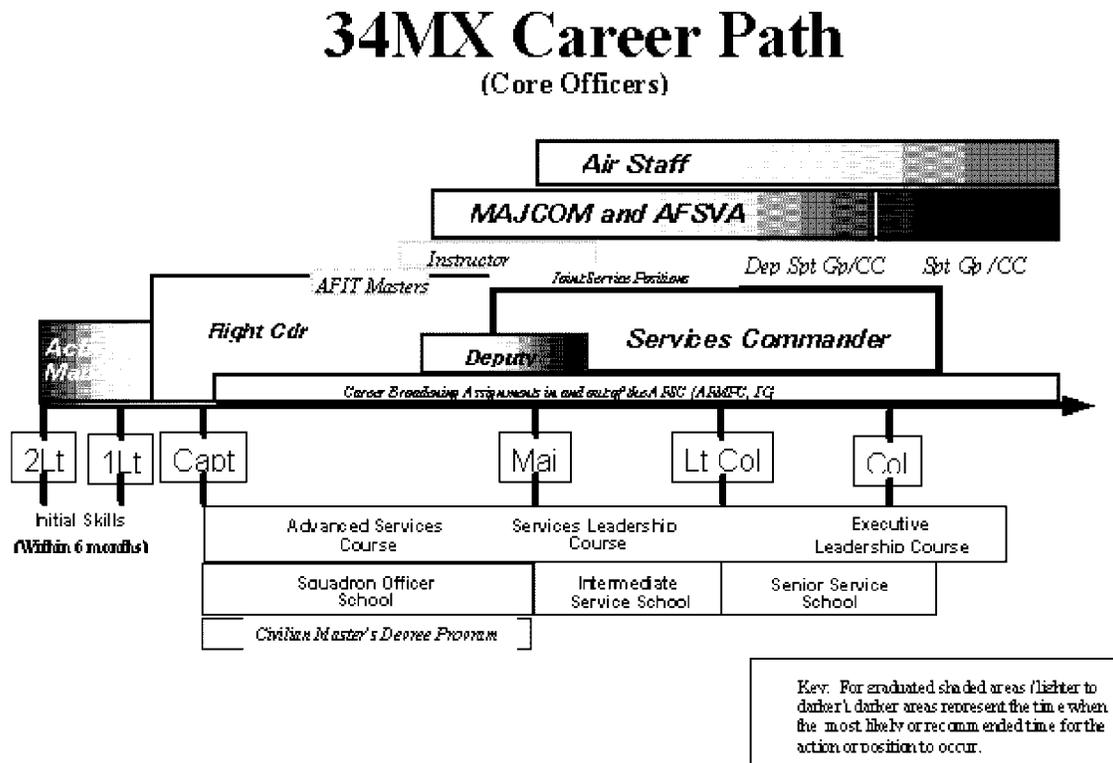
Figure 2.1. Enlisted Career Path.



2.2.1. The specific education and training requirements and upgrade requirements are found in the 3MOX1 CFETP. The enlisted rotation model and rotation requirements is also found in the 3MOX1 CFETP.

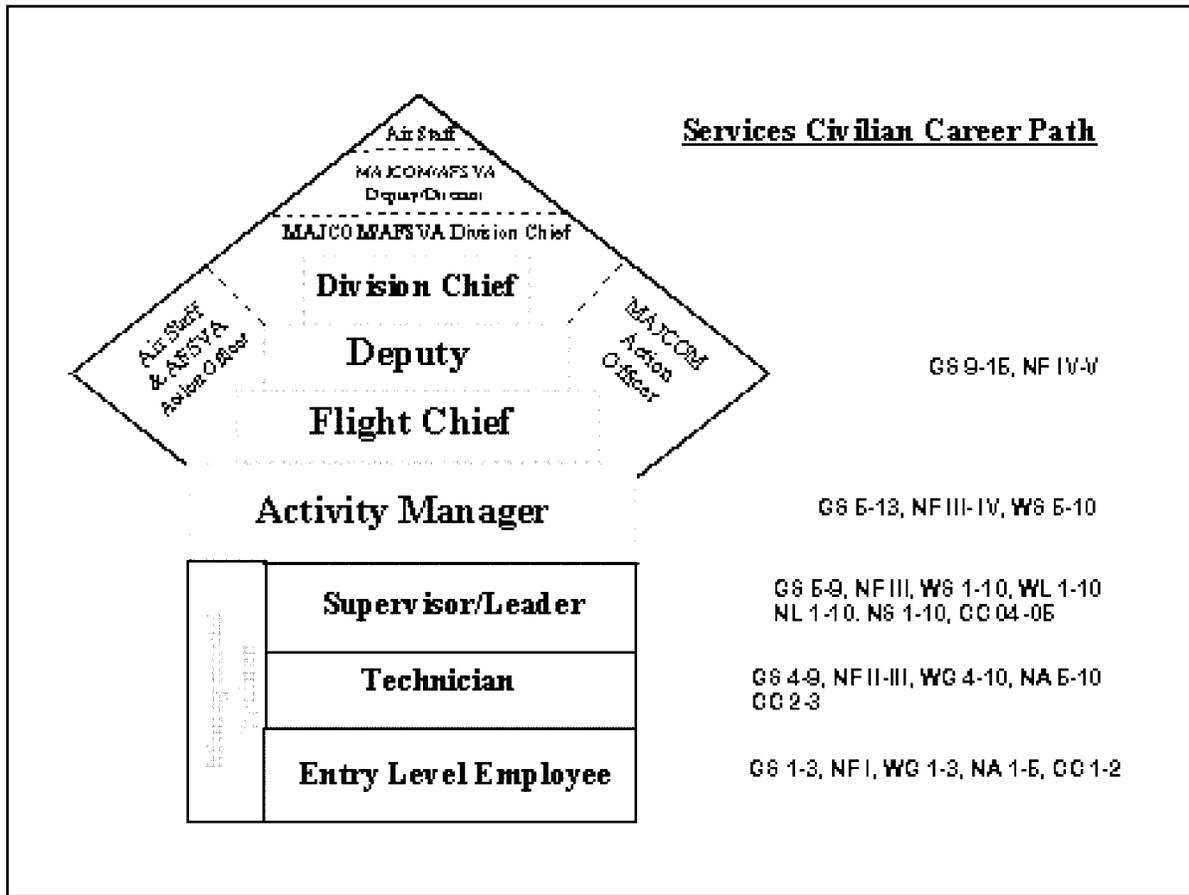
2.3. Officer Career Path. The officer career path for each officer focuses on accession to the Services squadron commander. This career growth is based on a foundation of experience at increasingly responsible levels within the organization and education and training over the course of an officer's career.

Figure 2.2. Officer Career Path.



2.4. Civilian Career Path. The civilian career path is developed to include both appropriated fund and nonappropriated fund employees. It is developed with the support and coordination with the Services Career Program Manager. The civilian career path is in [Figure 2.3](#).

Figure 2.3. Civilian Career Path.



Chapter 3

EDUCATION AND TRAINING CORE REQUIREMENTS

3.1. Acculturation. Acculturation is the process of institutionalizing Services traditions, values, customer service, and performance expectations. The acculturation of Services people is a key component of the education and training system. Acculturation includes understanding of the Services mission as it supports the Air Force mission and National defense and how Services professionals individually and collectively contribute to these missions.

3.1.1. Each Services job or position will have standardized education and training programs. These programs are built so there is minimal additive instruction required from MAJCOM or base level, and so the transfer of skills learned is made easily as employees move from base to base. In addition, they are built this way so employees Air Force wide know how to consistently and universally deliver highly effective and efficient job performance and customer service.

3.1.1.1. The standard programs will include performance standards, materials necessary to conduct the education and training, and evaluation criteria documented in the Services Training and Education Automated Management System (TEAMS).

3.1.1.2. All Services organizations are required to use the standardized programs. Local or MAJCOM developed substitutions are unauthorized. Additive materials and instruction are appropriate only if it is a complementary addition and not contradictory to the program content or intent.

3.1.2. All courses include teaching that instills motivation, pride, and confidence in the student.

3.1.3. All courses include training on sexual harassment policies as well as the benefits and understanding of diversity in the workplace.

3.2. Curriculum. The curriculum for Services courses will meet the requirements of the CFETP. ETRC and CFM responsibilities in curriculum development are noted in [Chapter 2](#).

3.2.1. SCT curriculum and course materials are standard at all approved sites. HQ AFSVA certifies SCT sites annually to ensure they comply with this requirement.

3.2.2. Home Station Training (HST) requirements are completed and documented in TEAMS. HQ AFSVA updates and delivers standardized HST elements.

3.2.3. Most Services education and training mirrors private industry and a system is in place to periodically compare private industry education and training with Air Force education and training. When deviations from industry programs exist in Services courses, they are deliberate to meet the Services mission and approved by HQ AFSVA.

3.3. Delivery. How we deliver learning is important to the effective learning and retention.

3.3.1. Learning is provided as close as possible to the time skills are needed. Information not to be used until well after the productive retention period is minimized.

3.3.2. Choice of Services education and training delivery methods must consider the students' prior level of education, civilian technical and higher education, on-the-job-training, and general military

education (leadership, management, military culture, etc). Also consider the individual's innate abilities, motivation, and experience.

3.3.3. Technology is used for delivery when the cost is equal to or less than traditional methods and the retention is equal to or better than in-resident methods.

3.4. Life Cycle and Retention. The learning life cycle is finite since retention diminishes over time. Employees are not expected to compete and succeed without growing with technology and new knowledge. Further, performance deviates over time for a variety of environmental reasons unique to individual and organizational change. Therefore, instruction must be reinforced based on specific criteria to ensure consistent performance maintaining proficiency, and to keep abreast of changes.

3.4.1. Refresher training updates the employee on new methods and procedures, technology, and changes in cultural values.

3.4.2. Determining the timing of refresher and recurring training is critical to the success of the Services education and training program. Refresher and recurring training is based on the subject area, audience, and the degree to which external factors alter the behavior taught.

3.5. Improvements and Changes. Formal assessment evaluates the effectiveness of education and training courses and the education and training program as a whole. Internal and external (independent) assessments are integrated into the early planning of curriculum and course development and used throughout the life cycle of each individual program. The success of the education and training program is ultimately measured by determining if the CFETP requirements are achieved. Measurement involves how much appropriate learning is achieved and how long it is retained. Measurement of effective performance after the courses may be influenced by the environment, leadership, and other factors beyond control of the Services education and training system.

3.5.1. HQ AFSVA will develop, maintain, and administer the assessment program and feedback system for all courses supporting requirements in the CFETP. This includes courses from AFIT, the 344 TRS, and AFSVA.

3.5.2. As changes are necessary, the CFM will coordinate recommendations with the MAJCOMs and appropriate schools.

3.6. Rewards. Services has local reward and employment criteria systems that recognize education and training achievements. Beyond minimum requirements, certification, as appropriate is available to recognize increasing levels of proficiency.

Chapter 4

WHAT PEOPLE DO

4.1. Air Force Director of Services.

- Serves as the education and training focal point for requirements process governed by AFPD 34-2.
- Appoints an Air Force CFM for Services career fields.
- Establishes policy for Services education and training, allocates resources, and conducts oversight.

4.2. Air Force CFM.

- Certifies and approves CFETPs for Services career fields.
- Complies with AFI 36-2201, *Developing, Managing, and Conducting Training*, and AFMAN 36-2245.

4.3. Commander, HQ AFSVA.

- Assesses, develops, and distributes education and training materials.
- Maintains standardized training materials by ensuring out-dated materials are replaced with new materials.
- Publishes and distributes an education and training catalog to MAJCOMs and bases.
- Maintains liaison with the Air Education and Training Command (AETC) and other services to ensure standardization, consistency, and efficiency of training.
- Provides staff assistance to MAJCOM and base personnel on applicable education and training programs.
- Develops, distributes, and maintains CFETPs and Work Qualification and Training Plan (WQTP).
- Develops and maintains the formal assessment and feedback system for Services education and training.

4.4. MAJCOM Directors of Services.

- Implement Air Force and MAJCOM education and training policies, procedures, and programs.
- Ensure all AETC and HQ AFSVA school quotas are filled.
- Review, analyze, and evaluate unit employee education and training programs.
- Distribute programs and videotapes to assigned bases.
- Ensure staff visits to individual bases provide technical assistance, evaluation of education and training programs, and appropriate training guidance to individual Services supervisors and trainers.
- Develop WQTPs for MAJCOM specific training requirements.

4.5. Squadron Commander or Division Chief.

- Establishes a well-rounded, comprehensive education and training program for all Services personnel.
- Makes supervisors and trainers aware of available training programs.
- Implements all education and training programs or initiatives directed by HQ USAF/SV or the MAJCOM/SV, to include CFETPs and WQTPs.
- Appoints an individual as Services Education and Training Manager.
- Promotes professional development by funding personnel to attend HQ AFSVA and MAJCOM workshops and relevant seminars and conferences.
- Ensures formal training allocations to their squadrons are filled by qualified attendees unless reasons acceptable to the respective school precludes attendance.
- Rotates enlisted Services personnel.

4.6. Education and Training Managers.

- Develops the Services training plan.
- Develops education and training materials and testing procedures.
- Manages the Services training program to include all military and civilian requirements.
- Conducts various training courses for assigned squadron personnel (includes combat training).
- Educates and assists activity managers and designated activity trainers on effective education and training programs.
- Serves as the project manager for TEAMS.

4.7. Activity Managers.

- Review work center objectives and WQTP requirements and ensures WQTPs are complete and accurate.
- Develop local WQTPs for locality specific requirements not covered by Air Force or MAJCOM WQTPs.
- Explain education and training requirements outlined in appropriate directives to employees.
- Develop an education and training plan based on the requirements of each position and the experiences, education, and training levels of assigned personnel to include readiness home station training requirements.
- Appoint a certified trainer to oversee all activity specific training.

4.8. Supervisors.

- Develop individual training records using TEAMS.
- Maintain CDC packages for military and applicable civilian personnel.
- Conduct training as appropriate (including readiness home station training).
- Monitor CDC progress and provides assistance as required.
- Initiate AF Form 1284, **Training Quality Report (TQR)**, when formal technical training school graduates do not meet the proficiency levels specified in the current Specialty Training Standard (STS).

4.9. Individuals.

- Complete the appropriate Services training programs identified in the career paths.
- Inform his or her supervisor, the Mission Support Squadrons (Military Personnel Flight), and the civilian personnel office on self-development accomplishments.

PATRICK O. ADAMS, Brig General, USAF
Director of Services

Attachment 1**GLOSSARY OF REFERENCES, ABBREVIATIONS, AND ACRONYMS*****References***

AFPD 34-2, *Services Community Support*

AFI 36-2201, *Developing, Managing, and Conducting Training*

AFMAN 36-2245, *Managing Career Field Education and Training*

Abbreviations and Acronyms

AFOMS—Air Force Occupational Measurement Squadron

ALS—Airman Leadership School

AFSC—Air Force Specialty Code

AFSVA—Air Force Services Agency Headquarters

CFETP—Career Field Education and Training Plan

CFM— (Air Force) Career Field Manager

ETRC—Education and Training Review Committee

ETWG—Education and Training Working Group

HST—Home Station Training

MAJCOM—major command

NCO—noncommissioned officer

SCT—Services Combat Training

SNCO—senior noncommissioned officer

STS—specialty training standard

SV—Director of Services

SVX—Plans and Force Management Division

TEAMS—Training and Education Automated Management System

U&TW—Utilization and Training Workshop

WQTP—workcenter qualification and training plan